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ABSTRACT

The role played by music in Egyptian education in developing the character of the child is discussed. The first part of the paper discusses the characteristics of the elementary school child and examines how each can be developed through musical education. For example, young children have a fertile imagination that can be stimulated by music. Other characteristics discussed are curiosity, the childhood tendency toward beauty, the potentiality of childhood, the child's readiness to respond to any emergent influence, and the child's sociability. Musical education can help the child develop muscular-motor cooperation, aural memory and time sensation, and the abilities to differentiate aurally and to observe and pay attention. The second part of the paper examines childhood needs and the role played by music to satisfy them. For example, children need to be loved and to be affectionately secure. Music stimulates pleasant emotions and can satisfy children's need for love by encouraging them to participate with others, as in a chorus. Other needs discussed are those of security, belonging and social acceptance, self-respect and self-esteem, success and accomplishment, and knowledge and understanding. (RM)

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EGYPTIAN CHILD AND MUSICAL EDUCATION

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MUSICAL EDUCATION AND EGYPTIAN CHILD'S PSYCHOLOGICAL AND SOCIAL NEEDS

INTRODUCTION:

Opinions have been differentiated about the role played by music in education also, the roles played by it have been diversified as we have the affective, disciplinary, cultural and curative roles. Opinions have also been differed as for music whether it can be a kind of intertainment practised to relieve from work and thinking or it can be a serious study having value in itself (7-1).

In all ages music have a moral role, and children like musical sounds and harmonious speech from childhood. All of us know that childhood is one of the basic stages in man's life, in which the main lineaments of the character have been determined, where the child acquired his values and main attitudes, he also learns the habits and patterns of behaviour. In short, childhood is an important stage in the formation of the character. Therefore, children's musical education can be considered as part of the culture of society that child's needs can be satisfied through his interaction with it, it also helps him to learn the requisites of development, and develops his social, emotional mental, and physical traits (11-1).

The present study tries to clarify the following:

1. The characteristics of the child from six to twelve years (at the primary stage).
   - How does music play its role in helping the child to develop integratedly?
2. Child's needs at such an age.
   - How does music plays its role in satisfying child's needs?

We should define the objectives of musical education before speaking about the characteristics of the child and his needs at such an age. Some specialists define some of the general objectives and targets of musical education as follows (7-30).

a) Objectives:

1. Music should be a source endears school to the learner.
2. It should help in comprehending the other subjects.
3. It should develop social and national consciousness through singing and playing.
4. It should stimulate cooperation among children and help them realize the value of work, and the importance of one for all and all for one.
5. It should help achieve the universal understanding through tasting the music of the other peoples.

b) Targets:

1. Develop the conception of the learner.
2. Develop the sense to realize the musical elements and the musical taste.
3. Creating the atmosphere that helps the child to reach the level of the musical taste.
4. Help the child to read and write the elements of the musical elements.
5. Inculcating behavioural patterns for listening.
6. Heaghtening the level of musical consciousness.
7. Discovering the talents so as to take care and direct them.

Since the main aim of education is to help the child achieve the integrated development physically, mentally, emotionally, socially, and morally, and to be adjusted and adapted with what surrounds him, and since the various subjects contribute according to their nature to achieve such aims, musical education as other subjects helps to achieve such aim for music is one of these subjects. It contributes to developing of the child, where it supplies him with information and realities about music, musical skills, aesthetic interests, and artistic attitudes. Besides, it prepares the media through which the children learn the various concepts of the other subjects, and the general activity at the school prepares an

air of pleasure and geity for learning if it cooperates with music (7:201-202).

We are going to deal with the characteristics and needs of the child to show how music helps in satisfying them and therefore helps the child to develop.

Characteristics of child's development and his needs:

At the age of six the child joins primary school after spending his early childhood at home and the adjacent environment. At such a period, he learns to walk, speek, and knows his habits, information, emotions, skills, and early experiences that makes his character begin to be formed. But a new sort of forming his character begins in joining the school as it plays an important role in directing his development at such a stage (20 : 43).

Since development is represented in the changes that take place in child's character in the various fields of development, and his transition from a less mature stage to a more mature one (20 : 43) hence development becomes a process of change and directing such change. Therefore such changes are subjected to the care of the environment especially family, school, and various educational institutions. Such care should take place

according to understing of the developing child, and a clear philosophy for directing the development in order to form the mature and integrated character. Thereby, the aims of society are crystalized in directing the path of development towards developing the well integrated character (10:103).

In order to show the role played by music in developing the character of the child, and supplying him with skills, aesthetic interests, and artistic attitudes, we should cast a causal glance at the characteristics of the primary school child that can be developed through musical education, we should also know his social and psychological needs that can be satisfied through programs of musical education so as to get at the integrated character of the child.

First: Some of the characteristics of childhood 6-12 Ys.:

We are going to show some of these characteristics, then show how they could be employed through musical education. The following characteristics are some of them:

1. Curiority:

It make the child interacts more with the elements of his invironments that helps him to exclamate, ask, think, search, experiment, test, and improve which of course necessitate to plan for

experiments help the child to explore. The more, the invironment extends, the more the child becomes curious, and interacts with its contents, and helps him to satisfy his curiosity (12 : 7-8) hence there should be enough musical instruments in the music rooms at school. We should also give the child the hance to acquire the musical skills, intertain singing and shows, explore the characteristics of the various instruments, differentiate their shapes and sounds, and form some mental concepts such as quick and slow rhythm, high and low sound, and mnoisy and quite harmony. This also helps the child to increase his musical vocabulary through krowing the names of musical instruments, knowing songs and odes, and develops his ability of musical taste (12 : 54).

2. Fertile imagination:

Child's imagination is fertile, and he does not see what the older persons see. His imagination nourishes on his excessive sensation, and his inability to move outside the limits of his invironment and facing reality develops this imagination as when his libido does not find a suitable outlet in reality, he introverts and looks at a new reality in his imagination according to his wishes and judgements in order to satisfy his needs that can't be satisfied in reality (12 : 8-9).

Musical education helps to develop child's imagination, and his ability to invent. It also helps to develop child's conceptions through assessing a musical work which in turn helps to develop the fertile imagination of the child (7:204-205).

3. The child tends to beauty:

The beauty of colours in flowers, the beauty of sounds in music, the beauty of pictures in their harmony. It is instinctive in the child to tend to beauty as the nivid colour draws his attention, he is also relieved by the smooth sound of his mother or the quite sound of music. Invironment helps him to go through such a direction of development, besides it kills such an aesthetic side in the child (12 : 9-10).

Music leads to the education of the nice musical taste of the child resulting from the varicus musical activities. Aesthetic taste is the ability to assess something and give it value, but musical taste the sensation to the aesthetic value of music. Aesthetic sense should contain intertainment and knowledge. Thereby an important characteristic of those of child development can be developed (7:149).

4. The child is a group of potentialities and powers:

Drives in children are powerful. Since childhood the commencement, the child usually suffers from emergent changes in his body with which he should cope. Invironmental conditions should consider such sides. Invironment also should educationally and psychologically direct the ready-made powers prepared for such change that the child is biologically supplied with (12 : 14).

Learning music helps to convert the irregular singing and playing of children into regular ones aim at stimulating children's imagination and developing their creative sides. Concentration here should be on ballads and child songs, tales, and myths that should be in contact with his invironment and needs. Songs also should be tied to dance, and the child should live the musical experience practically and seriously before limiting him to rules and theories (7 : 187-188).

5. The child is ready to respond to any emergent influence:

There are thousands of influences such as light, sound, movement, touching, etc. to which the child responds reflexively e.g. the child at the tenth-month of age becomes happy when he sees his mother or hears her sound. Such movements begin

disordered, but little by little they become regular, systematic and harmonious (12 : 14).

Music develops child's characteristics and his readiness to respond to (musical) conceptual influences, as it helps the children to listen to their teacher and to listen to one another. They also concentrate attention on harmonies and the interaction of instruments as a result of playing music. Cooperative movements of music in sports lessons develop their sensation to various sorts of educating their ears to realize the surrounding world more and more (7 : 150).

6. Being with others and assessing them:

Although the child is egocentric, he is careful to agree with others, deal with them and share them their happiness, therefore we should help him to play with his peers, befriend them, and share them their plays. If we make the child feel love and leniency he will do the impossible because love is the backbone of child's life (12 : 17-18). In music lessons we can prepare the child to participate with other children in singing, playing music, and dance paying attention the individual talents of every child (7 : 204).

We can see out of the forgoing that music plays an important role in forming child's character. It also has an important role in flowering the potential characteristics of the child such as:

1. Developing the physical fields and the mascular-motor cooperation:

Since the children differ in the tempo of their development, this of course requires planning their programs and activities at various levels so as to consider the individual differences, and suit the various tempi of their development (12 : 10).

Since the child has been in the stage of physical development, music plays an important role through practising ear to differentiate the various sound stimuli and assess them, and developing mascular-motor cooperation which makes some sort of adjustment in the physical activity and the learner's acquisition of a group of motor skills that have social and mental sides, but the predominant side is the physical and mascular ones as happens on playing music and using the singing sound well (7:203-204).

2. Developing the ability to aural differentiation:

Music helps to differentiate sounds according to quickness and slowness, sharpness and roughness, and differentiating good and bad sounds, and continuous

and iscontinuous performance which is something natural for all children, but the task of music is to train the ear to graduate in receiving such influences and differentiate them (7 : 151 - 160).

3. Developing the ability to observation and paying attention:

It can take place through developing a group of higher musical skills such as assessing the work which helps the child to pay attention, there are musical activities that help more here, such as harmony, analysis, and criticism. Music also leads to developing the ability to logical organization through listening to nice music (7: 204-205).

4. Developing aural memory and time sensation:

It can take place through either playing from memory or repeating musical sentence many a time. These sentences will increase after repeating them several times.

Music also leads to the development of time sensation for the educated ones as the good stoppege and starting is a limited interval determined by the learner well according to his practice of music especially harmony (7 : 205).

Second: Childhood needs and the role played by music to satisfy them so as to form an integrated character:

After going through characteristics of childhood, we shall move to the need of the child from 6 to 12 Ys, then we shall clarify the role played by music to satisfy them so as to form an integrated character which is the optimal aim of education.

Child's Needs:

The dynamic attitude in understanding human behaviour sees that every behaviour has a certain aim meets with one's needs, and that human behaviour is so complex that mental, social, psychological, physical elements, etc. are integrated. For such a reason it becomes impossible to determine a certain list containing all needs and drives of behaviour.

"Need" can be defined as a tension or disequilibrium that requires a satisfactory activity. It can be directly or indirectly satisfied. Jersild classifies man's needs according to stimulating emotions (the more powerful one, then the less). But Goldstein classifies them according to their ability to help one achieve oneself (10 : 125). Where as Maslow regulates such needs according to a certain heirarchical system as follows:

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- First level : The main physiological ones.
- Second level: Needs tied to physical security and avoiding danger.
- Third level : Needs tied to love.
- Fourth level: Needs tied to having satisfactory relationships with oneself and with others.
- Fifth level : Needs related to achievement or accomplishment (9 : 157-158).

Here, are we going to deal with child's psychological needs, and how music satisfies such needs. Out of these needs we find:

1. Need for love:

Children need to be loved and to be affectionally secure, in the sense that they are loved, and desired for themselves (10 : 137).

The need for love means to love others and to be loved by them for love is a mutual and personal relationship, it is also an intrinsic need that helps in the maturity of character and performing its roles perfectly (5 : 274). Meanwhile if the child feels that he is not loved or loses the one loving him much, he becomes tense as a result of such berievement, he also feels that he is not desirable, and that others hate him, hence he becomes introvert and maladjusted.

Since music plays an important role in stimulating gay emotions, and desciplining the affectionate fields in the child, (7 : 206) it also satisfies the child's need for love by making him participate with others as in the chorus which makes all of them cooperate with one another so as to produce a good work. Music lessons also develop the child's sense of love e.g. to love the music teacher, his music grop, and musical harmonies which leads to the maturity of character.

2. Need for security:

Such a need is an important one, it grows side by side with his need for effeciency and is closely related to it, but threatening the child, blaming, neglecting, and criticising him threaten such a need (3 : 518).

Economic security also is very important for him for several children suffer from disorders or anxiety for their economic position, and feeling that future is threatened and unclear. Music lessons satisfy the child's need for psychological security as when he performs well whether singing or playing music alone or together with others, such performance relieves tension and anxiety and helps him to achieve

his school lessons, it also relieves his fears and depression (7 : 206). This of course helps the child to be secure and relieved psychologically.

3. Need for belonging and social acceptance:

From his early childhood, man is in need to feel that he belongs to a certain group which he finds in his family where he has a certain position. The child obeys those who are older so as to gurantee the satisfaction of his biological and psychological needs, besides, he tries to be an accepted person in the association he belongs to so as to maintain his belonging and loyality to it (11 : 13).

If the child feels neglected or undesirable, he can't make friends with those he needs their friendship and this makes him feel discast or rejected, he also feels that his group discasts him which keeps him out of it, and introvert as he feels that his world is threatened.

Music trains the child to satisfy such a need by participating others in singing paying attention to the individual talents of every child. Therefore he learns music spontaneously through taking part in musical experiments that suit his abilities which makes him feel socially accepted (7 : 188). Music also leads to the development of social fields in the child such as

forming social associations in the school having common aims and interests (7 : 207). Group and individual playing also needs skill and perfectness to play (7 : 204). Musical plays is a field for the child to express himself and go through his imagination through which he becomes in touch with those around him and enjoys his childhood, it also helps him to develop socially, mentally, and conceptually (7 : 127). The same is done through group singing and chorus. Thus the child satisfies his need for belonging, social participation and social acceptance.

4. Need for respecting and esteeming the self:

The child is also in need of estimation and actualizing himself (1 : 74) which makes clear through our confession of children and dealing with them as individuals having their values (6 : 73). All of us whether young or old needs to test the self and estimate it, and to feel that he has a certain value so as to accept himself. Such a need depends upon the meetings and works that the child acquires, it also helps to develop the character of the child (5 : 277).

There are outside pressures represented in words such as "do not do ..." make the children feel shy, and that they are not free to do what they want because they should obey those who are older than

them; to do what those older person want, and not to do what they do not want. Such a fact causes frustration to them. But the music teacher can satisfy the child's need for estimation and respecting the self by exploiting child's love of music and leting him know some odes by heart, acquire some patterns of desirable behaviour, play some musical instruments, make him enjoy music, and compare some musical patterns that make him feel that others trust him, and feel that he can do something in the school activity. Thus we can give him the chance to participate with others (12 : 21-22).

5. Need for success and accomplishment:

Such a need makes clear in the tendency of the child to express himself and reveal his character through his speech, work, plays, drawings, all what he participates in, and the services he does for others according to his abilities (3 : 519). Since his early life the child feels comfortable when he can do what we ask him to do (1 : 75).

As for such a need, Maslow sees that every child can do something according to his abilities and employing such abilities, for such a reason we find that when the child feels that he has a musical readiness, such a readiness will continue implying upon him

until he employs it. The child can satisfy his need to actualize himself through work and accomplishment (11 : 16).

If the child is unable to do something reveals his affectionate respect, he becomes introvert, doubts his abilities, avoids competition, shows less aspirations, becomes indifferent, and refuses to answer any questions. Best teaching music supplies the child with useful skills lead them to be professionals in music later on, where as neglecting it leads to losing a main professional field with which the child can't dispense. The practice of music leads also to the practice of other sorts of art, and helps the child to understand himself and others, and inculcates the values of the group in the child (12 : 28). Also when children participate in the musical concerts, they become able to face the audience later on (7 : 200). Thus, the child's need for success and accomplishment can be satisfied.

6. Need for knowledge and understanding:

From his early life the child fondles all what he can see or touch. Such a thing is satisfaction for his need for knowledge, understanding, and exploration. Macdogall sees that curiosity makes the child search what surrounds him (4 : 172). Besides, he can

acquire information through experiences and senses that represent sources of information for him (8:85).

Musical education satisfies the child's need for knowledge by supplying him with various facts about music which increases his stock of information. It also improves his learning of other school subjects which helps to achieve the targets of such subjects and the general objectives of education (7 : 206).

It also helps to develop the child's ability to read which is represented in reading the musical inscriptions, and develop the ability of logical organization which in turn becomes clear in listening to good music in which we can easily see the regular musical construction (7 : 205).

Conclusion:

After going through the roles played by music in employing the characteristics of the child development (6 - 12 Ys.) and satisfying his needs in such a stage so as to form the integrated character which is the optimal aim of education, we can conclude that musical education can achieve its general objectives and targets -summarized at the beginning of this study- if it is introduced well to the child and practised perfectly with him.

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